

# Hospitalist Teaching Opportunities

Updated June 2018 by Evan Meadors

## **Medical Student/Pre-graduate Teaching:**

### **PCM Small Group Leader:**

Practice of Clinical Medicine is an 18-month course that teaches M1 and M2 students how to interview patients, perform physical exams, and formulate differential diagnoses. The curriculum involves case-based learning by organ system. As a small group leader, your role would be to facilitate class, reinforce interview and exam skills, and grade notes. Each class is assigned a M4 co-leader to aid in teaching. Facilitating a class would require one afternoon of your time (1-4PM) approximately every 2-3 weeks during the academic year.

**Contact:** Kim Pedram ([kimberly.pedram@vcuhealth.org](mailto:kimberly.pedram@vcuhealth.org)) or Alice Wong ([alice.wong@vcuhealth.org](mailto:alice.wong@vcuhealth.org)).

### **PCM Preceptor:**

Students in the M2 year are assigned to preceptors in the fall semester to gain clinical experience prior to starting their M3 clerkships. Medical students work with their preceptors for a total of 8 three-hour sessions from August through December. The preceptor's role is to instruct the student on refining their interview, physical exam, and presentation skills. The student will write focused encounter notes on patients; one of which will be reviewed by the preceptor during the semester. The students also complete a passport during preceptorship which the preceptor signs once the student demonstrates completion of a skill. At the end of the semester, preceptors complete a short student evaluation based on a simple scale. Students can complete preceptorship on weekdays or weekends and on day, evening, and night shifts.

**Contact:** Denny Henson ([dennis.henson@vcuhealth.org](mailto:dennis.henson@vcuhealth.org)).

### **PCM Bootcamp:**

PCM Bootcamp is a fast-paced introduction to the basics of interviewing and examining patients for brand new M1 students that is held during early August. Students attend lectures on vital signs, history-taking, and the brief physical exam. After each lecture, students attend workshops to practice these skills. Facilitators are needed for the workshops which occur during the mornings and afternoons.

**Contact:** Kim Pedram ([kimberly.pedram@vcuhealth.org](mailto:kimberly.pedram@vcuhealth.org)) or Alice Wong ([alice.wong@vcuhealth.org](mailto:alice.wong@vcuhealth.org)).

### **PCM Clinical Skills Evaluator:**

The PCM Clinical Skills Evaluators (CSEs) are a select group of PCM small group leaders who assist the PCM course directors with student testing. CSEs administer the clinical skills portions of OSCEs and grade OSCE notes. Additionally, they help facilitate the PCM bootcamp at the start of the academic year. CSEs are chosen by the PCM faculty based on evaluations and job performance.

**Contact:** Kim Pedram (kimberly.pedram@vcuhealth.org) or Alice Wong (alice.wong@vcuhealth.org).

### **PCM Lectures:**

The PCM course starts each of its learning blocks off with a 90-minute large group lecture. These lectures include a brief anatomy review followed by a thorough explanation and demonstration of the physical exam of the body system being covered. Course objectives and quiz questions are given to each lecturer to help in the preparation of the presentation. Each lecturer is responsible for submitting 5 board style test questions to the course based on his/her lecture. There are approximately 5 lectures per semester.

**Contact:** Kim Pedram (kimberly.pedram@vcuhealth.org) or Alice Wong (alice.wong@vcuhealth.org).

### **Hospital Medicine Acting Intern Afternoon Conference:**

Afternoon reports (morning report style case discussion) or small teaching sessions (30-45minutes) on high-yield practical material.

**Contact:** Adam Garber (adam.garber@vcuhealth.org).

### **Capstone Course:**

Graduating M4 review/prep week. Medicine sessions are in the afternoon of one week, school-wide (sessions run in the morning). Typically occurs the last week of March or first week of April. This is something that changes a bit each year but these are sessions that hospitalists could likely help with:

- Case simulation (pairs of students have a cross-cover scenario, one student leads (intern) and the other assists as the AI, and the students have to recognize the patient is decompensating, try to figure out what is causing the decline, attempt stabilizing and/or escalate/call consult as needed. Each pair of students does two scenarios so each student gets a chance to lead.
- This is 2 afternoons, 1:00pm-4:30pm during capstone week (new faculty would observe the students in the sim center control lab, answer the phone as the consultant, and then provide feedback to the students during the debrief based on an observation checklist).
- Faculty can sign up for 2-hour blocks (half-afternoon) or full afternoon.

- Didactic and small-group case scenarios - 2nd year residents helped give this during capstone this past year. Sessions run 1-3pm for 2 afternoons (2 different groups of students (~25 students per group)).
- Topics included high-yield scenarios they may face as interns - AMS, chest pain, acute dyspnea, high blood pressure, etc.
- Students work in small-groups to decide on management for the respective case scenarios
- Faculty volunteers would need to be available for the entire session but can choose only 1 session (instead of both days) if desired.

**Contact:** Adam Garber ([adam.garber@vcuhealth.org](mailto:adam.garber@vcuhealth.org)).

### **Internal Medicine Clerkship student orientation:**

Help potentially needed with facilitation of physical exam and ultrasound training curriculum on orientation days. The sessions last about 45 minutes each and begin with an overview by the Faculty/Instructor on what the case would present and then a walkthrough of how one would use ultrasound to check the patient. After this initial walkthrough, the students then practice the same techniques and placement for the specific US PE case. Only minimal background experience with ultrasound is needed to participate.

**Contact:** Steven Bishop ([steven.bishop@vcuhealth.org](mailto:steven.bishop@vcuhealth.org)), Thomas Bryan ([thomas.bryan@vcuhealth.org](mailto:thomas.bryan@vcuhealth.org)).

### **Ultrasound teaching:**

VCU School of Medicine has a longitudinal ultrasound course for medical students. During their first two years, students have monthly small group encounters with expert point of care ultrasound faculty to practice their ultrasound skills in a hands on fashion. Positions for teaching may become available for providers with point of care ultrasound training if current instructors are unable to continue their roll or if the course is expanded. The commitment required is the ability teach a small group session with the medical students one to two times per month to help them practice hands on scanning in the area they are currently learning about. Experience with ultrasound needed.

**Contacts:** Sammy Pedram ([sammy.pedram@vcuhealth.org](mailto:sammy.pedram@vcuhealth.org)), Michael Joyce ([michael.joyce@vcuhealth.org](mailto:michael.joyce@vcuhealth.org)).

**Interprofessional Education and Collaborative Care courses.** Listed summaries are the ones most applicable to hospitalists:

**IPEC 502:** Interprofessional Quality and Safety – a one-credit course for M1s, P2s, and BSN 3s in the spring semester of each year. This is a 1-credit course for medical, pharmacy and nursing students. Overall it incorporates ~500 students in an interprofessional course centered around quality improvement and patient safety. This course aims to teach QI/PS in an interactive format with the benefit of having students collaborate across disciplines. The course is run over

appx 12 weeks, each week involves didactic, case-presentations and team work over 1hr and 15 min of in-class sessions. Each floor has about 130 students and is led by clinicians in medicine, nursing and pharmacy. Lecture content weekly is delivered to floor leaders in the way of power point presentations. Time commitment per week averages about 2-3 hours per week, consisting of reviewing lecture material as well as grading assignments. Experience in quality improvement helps but not required.

**IPEC 561:** Virtual Interprofessional Geriatrics Case – a two-credit course for M4s, P4s, and BSN4s that is offered in both the fall and spring of each year. All work is done online.

Interprofessional Critical Care Simulations – a four-session, six-hour course for M4s and BSN4s during which they learn critical care and teamwork skills in a simulation-based format.

**IPEC 562:** Interprofessional Quality Improvement Projects --- small group projects for final year students focused on developing and test a QI intervention

**IPEC 591:** Care of Complex Patients – A community-based program during which student teams work with 2-3 complex patients to improve health and decrease barriers to care.

**Contact:** Alan Dow ([alan.dow@vcuhealth.org](mailto:alan.dow@vcuhealth.org))

**Website link:** <http://ipe.vcu.edu>

### **Resident Teaching:**

#### **R3 Hospitalist Transition to Practice:**

This rotation is specifically designed to prepare third year residents for hospitalist practice prior to graduation. Residents work with advanced practice providers, interact with outside hospital physicians through the transfer center, and negotiate patient throughput. Additionally residents learn about inpatient/observation criteria, billing, and coding. Residents are paired with senior hospitalist faculty for this rotation.

**Contacts:** Kim Pedram ([kimberly.pedram@vcuhealth.org](mailto:kimberly.pedram@vcuhealth.org)) and Laura Paletta-Hobbs ([laura.paletta-hobbs@vcuhealth.org](mailto:laura.paletta-hobbs@vcuhealth.org))

#### **Hospitalist Pathway Conference**

Recurring every 4th Tuesday (dates vary, schedule not released for next year), usually from 5-6pm (awaiting to hear if this will change next year)

Usually 5-15 hospital medicine residents

Topics interesting to hospital medicine residents: healthcare policy, career counseling (contract negotiation), topical interests (health care in social media). Interactive sessions seem to be better received than straight PowerPoint. We do a few clinical updates, but they get a lot of these didactics in specialty interests and do a fair amount of inpatient medicine, so other topics that they aren't receiving elsewhere are important. Time commitment: 3-4 hours of content preparation, 1 hour to present.

**Contact:** Michelle Brooks 804.263.4134 or p3270 ([michelle.brooks@vcuhealth.org](mailto:michelle.brooks@vcuhealth.org))

### **QI Council**

Recurring meeting every 6-8 weeks (dates vary), 1-1.5 hour meeting times, usually Monday from 5-6pm. Some background in quality improvement needed to be effective.

20-30 residents

Mentoring in QI Projects: these are resident-led projects that require little supervision, usually just direction and connection to resources within the hospitals.

Opportunity for both VCU Health and McGuire VAMC mentorship.

time commitment: depends on where the project is in development. May be more intensive at the beginning followed by the residents being more self-directed.

**Contact:** Michelle Brooks 804.263.4134 or p3270 ([michelle.brooks@vcuhealth.org](mailto:michelle.brooks@vcuhealth.org)),  
Derek Leiner 540.793.4717 ([charles.leiner@vcuhealth.org](mailto:charles.leiner@vcuhealth.org))

### **Resident Wellness Committee:**

Faculty members help support residents in planning activities for the program in wellness. This group is very much a resident led committee – with faculty just assisting in activity planning and maybe offering to take the lead in one or two sessions themselves throughout the year.

**Contact:** Becky Miller ([rebecca.miller@vcuhealth.org](mailto:rebecca.miller@vcuhealth.org))

**Intern Resilience Skills Curriculum:** A 45-minute session the first Tuesday of each block. Interns are lead through discussions and exercises to foster resilience. Faculty members could lead/co-lead a session if there is a particular area of interest or expertise, or serve as a small-group facilitator to help foster engagement and discussion among interns.

Contact: Becky Miller ([rebecca.miller@vcuhealth.org](mailto:rebecca.miller@vcuhealth.org))

### **Resident Core Conferences:**

During Block 12 each year, there are 8 general medicine lectures for interns (Tuesday afternoons, noon-2pm) and 8 general medicine lectures for senior residents (Tuesday afternoons, 3-5pm). Some of these topics are inpatient oriented, making a hospitalist the best person to run the conferences. These are encouraged to be interactive and case-based, and the program offers support in developing these talks (especially if someone wants to put together a TBL, POGIL (Process Oriented Guided Inquiry Learning), Jeopardy, use audience response, etc.)

**Contact:** Becky Miller ([rebecca.miller@vcuhealth.org](mailto:rebecca.miller@vcuhealth.org))

### **Peer Teaching:**

#### **Hospital Medicine Grand Rounds:**

Weekly, year-round lecture series held on Mondays from noon – 1pm in the conference room attached to the physicians' lounge (Main 1-220). Many presentations are given by HMS hospitalists regarding topics relevant to hospital medicine or active VCU inpatient quality improvement projects. Each third-year resident in the hospital medicine track participates in the division grand rounds series by formally presenting the review of a journal article pertinent

to inpatient clinical care, quality improvement, or patient safety, and leading an associated group discussion. Other presentations are given to invited guests lecturers from other specialties or disciplines, such as pharmacy. Subjects for presentations are selected by the presenting physicians, and all faculty are encouraged and expected to participate.

**Contact:** Dennis Wixted ([dennis.wixted@vcuhealth.org](mailto:dennis.wixted@vcuhealth.org))

### **Research Focused Opportunities:**

#### **Monthly Hospital Medicine Research Conference:**

The Division of Hospital Medicine holds research conference every second Wednesday of the month. During this meeting, one or more hospitalists talk about their research. The research presentation can be about a recently completed research project, an ongoing project, a project in planning phase, or simply discussion about an idea. The goal is to enhance collaboration within the group as well as to get input from peers on research. Occasionally, we bring in a research from outside our division to talk about his or her research. This is a collaborative conference, that generates discussion and constructive feedback.

**Contact:** Rehan Qayyum ([rehan.qayyum@vcuhealth.org](mailto:rehan.qayyum@vcuhealth.org))

### **Resident Research Project Mentorship:**

Residents can get assistance in initiating or joining projects with the help of the Office of Educational Affairs. There are opportunities for faculty to get the involvement of medical students or residents with projects, or to start projects with help from other faculty.

**Contacts:** Rehan Qayyum ([rehan.qayyum@vcuhealth.org](mailto:rehan.qayyum@vcuhealth.org)), Becky Miller ([rebecca.miller@vcuhealth.org](mailto:rebecca.miller@vcuhealth.org)), Georgia McIntosh ([Georgia.mcintosh@vcuhealth.org](mailto:Georgia.mcintosh@vcuhealth.org))

### **Miscellaneous Teaching:**

#### **Cerner Coaching:**

Multidisciplinary team that develops expertise in Cerner to train others. Skills include customizing Cerner displays for better utility as well as learning how to write notes and review data more effectively.

**Contact:** Carman Henderson ([carman.hunter@vcuhealth.org](mailto:carman.hunter@vcuhealth.org))

## **Wilderness Medicine**

- Instructor for three nonprofit or educational groups: Appalachian center for wilderness medicine, blue ridge adventure medicine, and wilderness medicine society student elective.
  - Lecture and practical instructor for basic curriculum for wilderness medicine based on WMS and AWLS curricula.
- Faculty advisor for VCU SOM wild med interest group.
  - Mentor student leadership and assist them in planning group activities. Lecturer for lunchtime group meetings.

**Contact:** Ben Chopski ([benjamin.chopski@vcuhealth.org](mailto:benjamin.chopski@vcuhealth.org))